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IDENTIFIERS Intercultural Communication; Toastmasters International

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles are concerned with a variety of topics related to the following: the teaching and learning of specific language skills, including vocationally oriented speech trials; bibliotherapy and counselor effectiveness; human relations training; peer supervision in training communication skills; interpersonal relations; remedial instruction; intercultural communication; Toastmasters International; high school speech instruction; attitudes toward regional dialects; oral communication in industry; information retrieval for a student-centered speech communication curriculum; learning of standard language in the elementary school; an interactive learning medium for vocabulary and syntactic patterning acquisition; and simulation games. (AA)

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Language, Speech, and Communication Skills Training

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THE EFFECT OF TWO LANGUAGE TRAINING APPROACHES ON SYNTACTICAL SKILLS OF LANGUAGE DEVIANT CHILDREN

AN INVESTIGATION OF THE EFFECTS OF VOCATIONALLY ORIENTED SPEECH TRIALS ON STUDENT CAREER MATURITY AND SPEAKING SKILLS IN INTRODUCTION TO SPEECH COURSES AT BLOOMSBURG STATE COLLEGE

ALDERFER, Richard Durrell, Ph.D.
Ohio University, 1976

Director of Dissertation: Ray E. Wagner

The 1970's indicate that the job market is so tight that college administrators and graduating students are becoming increasingly concerned about job placement. As a result of this concern, recent studies suggest that career counseling must be strengthened. One procedure that is highly recommended involves the classroom. In accordance to the classroom suggestion for increasing career development, this investigation is concerned with developing career sensitivity as a counterpart of developing speaking skills in the Introduction to Speech Course.

For this study, the research design included two main parts. First, 200 subjects in four incremental speech trials were pretested on Crite's Career Maturity Inventory/Attitude Scale (CMI/AS). The sample came from Introduction to Speech sections at Bloomsburg State College. Teachers who were willing to participate in the experiment and had two sections of Introduction to Speech were randomly assigned to one of the four trials. Each trial had one section with 25 subjects speaking on career-topics and another section with 25 subjects speaking on open-topics. For both the career-topic and open-topic treatments, the purposes of the speeches were: Trial 1, To Inform; Trial 2, To Inform plus To Stimulate; Trial 3, To Inform plus to Stimulate plus To Inform/Lecture; and Trial 4, To Inform plus To Stimulate plus To Inform/Lecture plus To Persuade. All 200 subjects delivered the speech To Inform after which the subjects assigned to Trial 1 were posttested on the (CMI/AS). The remaining 150 subjects delivered a speech To Stimulate after which subjects assigned to Trial 2 were posttested on the (CMI/AS). The same procedure was utilized for incremental Trials 3 and 4. A statistical analysis of covariance employing pretest scores as covariates and posttest scores in a 2 x 4 design was made to determine if the adjusted means of the treatments and trials showed any significant differences. The results follow: (1) Career-topic subjects scored significantly higher than open-topic subjects. (2) There was no significant difference over the trials. and (3) There was no significant interaction between treatments and trials. Second, each of the four incremental trials contained six speeches recorded on cassettes for the career-topic treatment and six speeches recorded on cassettes for the open-topic treatment. The subjects who had their speeches taped were selected by a random table of numbers. There was a total of 48 cassettes. Three doctoral students who had experience teaching Introduction to Speech courses evaluated the cassettes which were played in accordance to random ordering. A statistical analysis of variance 2 x 4 design was employed to test the null hypotheses that scores in both treatments would be similar. The result indicated that there was no significant difference between career-topic and open-topic speaking scores.

The outcomes of this study support the primary hypothesis that students significantly increase their career sensitivity by participating in vocationally oriented speech trials. Also, the primary null hypothesis is supported in that there is no significant difference of speaking skill development between career-topic and open-topic treatments.

Order No. 77-17,589, 112 pages.

EDUCATION, PSYCHOLOGY

ACQUISITION OF FACILITATIVE COMMUNICATION SKILLS AMONG STUDENTS EXPOSED TO AN INSTRUCTIONAL ANALOGUE AND TRADITIONAL HUMAN RELATIONS TRAINING

ATKINS, Pamlyn Dawn, Ph.D.
University of Georgia, 1977

Supervisor: George M. Gazda

Fifty-four undergraduate teacher education students enrolled in Introduction to Education courses at the University of Georgia were divided into three treatment groups. The 19 students assigned to the treatment control group (C_t) received an instructional analogue of Human Relations Training (HRT) criterion measures and 18 hours of traditional HRT. The 19 students assigned to the experimental HRT group (E_h) received 18 hours of traditional HRT. The 16 students assigned to the experimental analogue group (E_a) received an instructional analogue of HRT criterion measures and no HRT over the 18-hour period. During the analogue, trainees were essentially taught to avoid responses that were judgmental and critical and to avoid giving advice and asking questions. Trainees were taught instead that helpful responses concentrate on the feelings and content of helpee statements.

The acquisition of written and verbal facilitative communication skills was assessed at pre- and post-testing by putting trainees into the role of a helper and asking them to respond "as helpfully as possible" to a series of helpee stimulus statements. Results indicated that some differential knowledge about helpful and unhelpful responses may bias HRT results in favor of post-test responding. High levels of verbal responding were demonstrated at pre-test assessments following a 30-minute analogue of HRT criteria of helpful and unhelpful response categories. Post-test analysis revealed significantly higher ($p<.01$) levels of verbal responding by students exposed to analogue and HRT when compared to the verbal response levels of students receiving 18 hours of HRT without the analogue. Further, no significant difference was found between the verbal response levels of students receiving the analogue and 18 hours of HRT and students who received the analogue training only. These findings suggest that an analogue of HRT response criteria is as effective as 18 hours of traditional HRT in the acquisition of facilitative communication skills. Differential results for written response measures showed no differences between students receiving analogue and 18 hours of HRT and students receiving HRT only ($p<.01$). Written response measures were significantly higher for students receiving analogue and HRT as compared to students receiving the analogue only. This suggests the need for reliance on verbal as opposed to written measures of responding.

Pre- to post-test gain was demonstrated for all treatment groups. This indicated that levels of functioning demonstrated after the analogue were maintained over a nine-week period without systematic HRT. These findings seriously question HRT procedures. It was suggested that further research be conducted using procedures that eliminate bias in favor of post-test responding to provide justification for the model's use.

Order No. 77-18,914, 138 pages.

A COMPARISON OF EASTERN BIBLIOTHERAPY AND WESTERN BIBLIOTHERAPY ON COUNSELOR EFFECTIVENESS

BASS, David Lee, Ed.D.
East Texas State University, 1976

Adviser: Dr. Harold D. Murphy

Purpose of the Study: This research was designed to determine whether or not the use of Eastern bibliotherapy or Western bibliotherapy in counseling practicum offered a viable means of increasing counselor-trainees' effectiveness, and to determine if one type of bibliotherapy was more effective than the other. The study also investigated counselor-trainee effectiveness as perceived by practicum instructors. A further area of inquiry was an investigation into possible differences between the two groups in perceptions of overall satisfaction with experience in the groups.

Procedure: The subjects for this study were the total population, twenty-three resident master's level counselor-trainees, enrolled in three sections of second semester Guidance 516, "Practicum," during the Spring Semester, 1976, at East Texas State University. The Eastern bibliotherapy group consisted of twelve members and the Western bibliotherapy group was composed of eleven members.

Each of the two experimental groups met in regularly scheduled sessions in addition to the experiences provided in the regular practicum class. The sessions lasted approximately one and one-half hours. For the first thirty or forty minutes each group read its assigned literature. This was followed by group discussion of the literature read during that session.

All of the subjects made six fifteen-minute audio counseling tapes as part of the regular class assignments. The first counseling tape, a pretest, was made prior to the formation of the experimental groups in order to assess the levels of counseling skills prior to the experimental treatment. For the post-test, a second counseling tape was made at the conclusion of the eleven weeks exposure to the experimental treatment. For both tapes, ratings were made using Carkhuff's Communication Assessment Index. Also, during the last week of the study, Carkhuff's Discrimination Assessment Index and the Semantic Differential Scale were administered to each subject. In addition, all practicum instructors evaluated the counselor-trainees using the Counselor Evaluation Rating Scale.

Findings: Analysis of the data indicated that those who participated in Eastern bibliotherapy were rated significantly higher on the criterion measure of communication of respect than those who participated in Western bibliotherapy. No significant differences were found on the criterion measures of empathic understanding or gross facilitative functioning. In addition, those who participated in Eastern bibliotherapy were more effective than those who participated in Western bibliotherapy in the ability to discriminate between good and poor facilitative responses. Ratings obtained from practicum instructors showed no significant difference between the group who participated in Western bibliotherapy and the group who participated in Eastern bibliotherapy. There were no significant differences between the two groups in their perceptions of the bibliotherapy experiences, although it should be noted that both groups had a favorable reaction to their respective experiences.

Conclusions: The findings and conclusions of this study suggest that practicum instructors should seriously consider the use of philosophical materials in bibliotherapy in training of counselors. Order No. 77-9621, 122 pages.

A COMPARISON OF TWO APPROACHES TO PEER SUPERVISION IN THE TRAINING OF COMMUNICATION SKILLS USING A VIDEOTAPE RECALL MODEL

BEDELL, William Paul, Ph.D.
Michigan State University, 1976

Interpersonal Process Recall is a 40-hour training program which has been used with professional trainees, paraprofessional workers and a variety of non-professional groups including undergraduate and graduate university students. It has the twin goals of helping participants increase their skills in the facilitation of interpersonal communication and of helping them increase their awareness of their own interpersonal style.

Central to the IPR process is a focused reviewing of a videotaped interpersonal interaction in which communication styles and covert processes may be explored. This is done with the aid of a disinterested third party, called the inquirer, who is trained to ask appropriate questions about the taped interaction. Experiences in affect simulation, training in discriminating and using appropriate interview response modes, and exposition of personality theory are also components of the model.

Two related studies, one by Dendy (1971) and one by Archer (1971) demonstrated the effectiveness of the IPR model in teaching communication skills to undergraduate university residence hall assistants and justified the use of previously trained peer group members as inquirers. Graduates of the training program could help train larger numbers of people using a two-stage process of inquirer training and utilization. This model, while effective, still proved cumbersome when a large number of people were to be trained simultaneously, for during a portion of the training period previously-trained inquirers had to be supplied. To overcome this difficulty a revision was made in the model which eliminated the need for additional personnel from outside the current class membership. The present study was designed to evaluate this revised IPR model in relation to the model which has previously been proven to be effective.

Two sections of the nine week university course, Influencing Human Interaction which incorporates the IPR model, were taught following the "traditional" (outside inquirers) format. Two other sections were taught using the revised experimental format. A number of instruments were used to compare the effects of the different formats on students who took the course. These included a measure of self-actualization: the Personal Orientation Inventory (POI), two measures of interviewing skill: the Discrimination Index (DI) and the Counselor Verbal Response Scale (CVRS); each of these was administered at the beginning of the term and again at the end. A measure of the skill in the use of the supervision technique taught in the course, the Inquirer Rating Scale, was administered immediately after the skill was learned and again at the end of the term. In addition, student ratings of class meetings and laboratory sessions were analyzed.

The population of interest was all university students who enroll for the course. Typically it is taken by both graduate and undergraduate students, and for both professional and personal reasons. The sample tested from this population was composed of the 71 students who enrolled in the course during the winter term, 1975, at Michigan State University.

Individual students were used as the unit of analysis. Since the purpose of this study was to determine whether the two treatments were equally effective, alpha level was put at .10 in order to minimize the chances of concluding there were no differences between the groups when in fact there were differences.

A series of eight research hypotheses were tested to evaluate differences between the two treatment groups on the various dependent variable measures. On five of these no differences between the groups were detected. The subscale scores of the CVRS and the scores of the IRS were subjected to a multivariate analysis of covariance with pre treatment scores on

the CVRS used as covariates. No significant differences between the groups were found.

Scores on the composite CVRS and the DI were separately analyzed using ANCOVA procedures. In neither analysis were significant differences between the groups detected.

Post and delayed post scores on the IRS were analyzed utilizing a repeated measures analysis. No group differences, trial differences or interaction effects between groups and trials were detected. Nor were differences found between groups on student evaluations of class activities using ANOVA procedures.

For three of the research hypotheses significant differences were found between the groups. The scores on the POI were analyzed using ANCOVA procedures with pre treatment scores on this instrument used as a covariate. The traditional group scored significantly higher on this measure than the experimental group. The traditional group also reported significantly higher satisfaction with the laboratory experiences on both the Interview and Recall Laboratory Indices. These were analyzed separately utilizing ANOVA procedures.

From these results it can be concluded that the two models are equally effective in teaching the interpersonal and inquiring skills which are the content of the course. However, the laboratory sessions of the traditional model were reported to be more satisfactory experiences by participants. In addition, trainees of that model may have experienced somewhat greater personal growth. In comparing the efficiency of the two models, with a class membership of 20 students, the experimental model required approximately one-half of the training-personnel time as the traditional model.

Therefore it appears that the traditional model remains the best method for maximizing student satisfaction and personal growth. Given appropriate resources the traditional model would seem to be the one of choice. However, if such resources are not easily available the more efficient model may be used with the assurance that students so trained will be the equal in skills and effectiveness to those trained in the traditional way.

REFERENCES

Archer, James. "Undergraduates as paraprofessional leaders of interpersonal communication training groups using an integrated IPR (Interpersonal Process Recall) video tape Feedback/Affect Simulation Training Model." Published Ph.D. dissertation, Michigan State University, 1971., University Microfilms International, Order No. 72-8624, Vol. XXXII, No. 9-A.

Dendy, R. F. "A model for the training of undergraduate residence hall assistants as paraprofessional counselors using videotape playback techniques and interpersonal process recall." Published Ph.D. dissertation, Michigan State University, 1971., University Microfilms International, Order No. 72-8676, Vol. XXXII, No. 9-A.

Order No. 77-5771, 115 pages.

THE EFFECTS OF TRAINING IN MANAGING INTERPERSONAL RELATIONSHIPS ON THE PERCEPTIONS OF SOCIAL STYLE: AN EMPIRICAL STUDY

BUCHHOLZ, Steven Wayne, Ph.D.
The University of Nebraska – Lincoln, 1976

Adviser: John R. Wenburg

The behavioral dimensions of assertiveness and responsiveness serve as the basis of inquiry into a frame of reference for recognizing and understanding interpersonal differences among persons. An understanding of the assertive and responsive behaviors of an individual provides a basic description of a person's interpersonal priorities and needs.

The question under consideration in this study involved whether businesspersons could learn to more accurately discriminate assertive and responsive behaviors in others through a two-day management course entitled Managing Interpersonal Relationships (MIR) developed by the researcher. If a person can learn to perceive differences in people's assertiveness and responsiveness behaviors, the person should be more capable of planning communication strategies for relating with others than will a person who has not learned to perceive these differences.

The first hypothesis predicted: H_1 Subjects trained in MIR will be significantly more accurate in their ratings of assertiveness than will subjects who have not received MIR training. The second hypothesis predicted: H_2 Subjects trained in MIR will be significantly more accurate in their ratings of responsiveness than will subjects who have not received MIR training.

Businesspersons from various corporations and organizations who attended MIR seminars during the period designated for the experiment, served as the research subjects (N=160). By means of randomization, eighty subjects representing an equal number of the four social styles (n=20) became the treatment group, and an equally distributed number served as the control group. Social style was formulated by combining degrees of assertiveness and responsiveness behaviors into a profile of a person. Prior to the course, the control group viewed four video interviews with businessmen who represented varying degrees of assertiveness and responsiveness behaviors. The treatment group viewed the video segments after they completed the course. Both the treatment and control groups completed social style evaluators after each video segment. Discrepancy scores were calculated by examining the differences between an absolute value which was determined by MIR expert scores and the scores obtained from the subjects.

The discrepancy scores on assertiveness and responsiveness were analyzed by means of a 2 x 4 analysis of variance with repeated measures. Results indicated a significant main effect for both the independent variables, assertiveness and responsiveness. The results also indicated a significant interaction effect between treatment conditions and social styles for both hypotheses, indicating a violation of additivity for treatment effects across social style. LSD$_t$ procedures were used to test these findings.

Hypothesis 1 was confirmed for the Expressive, Driver, and Analytical. The prediction as applied to the Amiable condition, however, was not confirmed. Hypothesis 2 was confirmed for Drivers, Amiables, and Analyticals, but not for Expressives. These findings led to partial support for both hypotheses and continuance of the theoretic rationale thrust was warranted. Training in MIR appeared to improve a person's ability to perceive degrees of assertiveness and responsiveness behaviors in interpersonal communication encounters, leading to a realistic measure of the effects of MIR in its natural state. This provides valuable information for interpersonal communications and for management training.

Order No. 77-14,635, 77 pages.

AN INVESTIGATION OF THE PROCEDURES USED TO ASSIGN STUDENTS TO REMEDIAL ORAL COMMUNICATION INSTRUCTION

DECKER, Warren Dale, Ph.D.
Temple University, 1977

Currently, the decision to assign students to remedial oral communication instruction is based primarily upon their scores on standardized aptitude and achievement tests. However, the relationship between a student's oral communication skills and that student's score on a standardized aptitude and achievement test had not been examined. Therefore, utilizing a random selection of subjects who had been assigned to an existing remedial program (students enrolled in ELECT-Speech at Temple University), and subjects who were not assigned to a remedial program (students enrolled in Speech 015, Public Speaking, at Temple University), this relationship was studied. Temple University utilizes the verbal score on the Scholastic Aptitude Test (SAT-V) to make such assignments.

Part One of the study asked: When students are judged on the basis of performance of communication skills alone, can the initial assignments to remedial and non-remedial communication programs be replicated? Tape recorded speech samples and written outlines of fifty subjects (25 from ELECT-Speech and 25 from Speech 015) were evaluated using the Speech Screening Form--the instrument used in conjunction with SAT-V scores to make the original assignments. Only twenty of the fifty subjects were assigned consistent with their original assignment. The original assignment was not replicated.

Part Two of the study utilized a deficit model of communication skills, the Speech Screening Form--Form B designed by the researcher, to further examine the relationship between a subject's communication skills and that subject's SAT-V score. Tape recorded speech samples and written outlines of one hundred and fifty subjects (75 from ELECT-Speech and 75 from Speech 015) were evaluated by graduate teaching assistants using the Speech Screening Form--Form B.

The results yielded several conclusions. First, when using a deficit model of communication skills, underlying factors were identified which could serve as the basis for assigning students to remedial programs. Those factors were: 1) standard English usage on the oral dimension, 2) standard English usage on the written dimension, and 3) content analysis and organization. Second, the degree of inter-observer reliability exhibited by the raters was unacceptable. Third, the degree of intra-observer reliability (i.e., scale reliability) exhibited by the raters using the scale was acceptable. Fourth, the step-wise multiple regression of the three factors with the subjects' SAT-V scores indicated that the content analysis and organization factor did predict a subject's SAT-V score. The remaining two factors, however, did not significantly increase the prediction of SAT-V scores. Fifth, the step-wise multiple regression of the three factors with the subjects' membership in ELECT-Speech indicated that only factor three, content analysis and organization, significantly predicted that membership. In related analyses, race and the three factors were regressed to the subjects' SAT-V scores. Both race and factor three, content analysis and organization were significant predictors of the subjects' SAT-V scores. In addition, the three factors were regressed with a subject's race and revealed that only factor one, standard English usage on the oral dimension, predicted race.

The results indicate that the deficit model of communication skills (Speech Screening Form--Form B), could be used to assign students to remedial communication instruction. However, it would be necessary to train the raters to increase inter-observer reliability. It was clear that the current utilization of only SAT-V scores for assignment to remedial oral communication instruction tends to select more non-whites than whites, given that non-whites had lower overall SAT-V scores. Since non-whites did not exhibit a significant difference in communication skills, the use of SAT-V scores for making assignments to remedial oral communication instruction is unacceptable. Order No. 77-13,551, 108 pages.

HUMAN RELATIONS TRAINING: A STUDY OF COMMUNICATION SKILLS FOR HIGH SCHOOL STUDENTS

EATON, Richard Roe, Ph.D.
Saint Louis University, 1976

This study was undertaken to determine whether high school students who participated in systematic human relations training would respond to simulated written statements using the interpersonal skills of empathy, self-disclosure, and confrontation.

The setting for this study was a three year co-educational high school in metropolitan St. Louis. Three groups of students from this high school population were used. The experimental group was comprised of 22 students enrolled in a communication skills course. The comparison group consisted of 13 students enrolled in an oral communications course, and the control group was made up of 16 students, randomly selected, who were enrolled in neither of the two courses.

The conceptual framework for this study was found in the literature on the adolescent and interpersonal relations, systematic human relations training, and communication skills identified as essential to the establishment and maintenance of healthy relationships.

Levels of empathy were measured by the Facilitation Test designed by Sydnor, Parkhill, and Sydnor. This test was administered for the pretest, and, following eight weeks of human relations training, it was administered for the posttest. The results of the Facilitation Test were rated on the Facilitation Scale.

Self-disclosure skills were pretested and posttested by an instrument designed by the investigator. Carkhuff's Facilitative Self-Disclosure in Interpersonal Processes: A Scale of Measurement was used to rate the responses.

Confrontation skills were pretested and posttested by an instrument designed by the investigator. Responses were rated on Carkhuff's Confrontation in Interpersonal Processes: A Scale of Measurement.

Three null hypotheses were submitted for testing. All data were analyzed using the analysis of variance to determine the differences among the three groups in changes in the three variables of empathy, self-disclosure, and confrontation.

Hypotheses I, II, and III were rejected beyond the alpha .01 level when the F Test revealed a significant difference among the three groups' posttest means for the level of empathy, self-disclosure, and confrontation responses to written statements. Duncan's Multiple Range Test further tested the differences between the three groups' posttest means and found a significant difference between the responses of the experimental group and the responses for both the control and comparison groups.

Results of the findings were interpreted and implications for the education of the adolescent cited along with recommendations for further research.

Order No. 77-12,093, 100 pages.

AN EXPERIMENTAL STUDY OF THE EFFECTS OF PRESENTING AN INTERCULTURAL COMMUNICATION UNIT IN THE BASIC SPEECH COURSE

ELLIOTT, Teresa Graumann, Ph.D.
University of Maryland, 1976

Supervisor: Dr. John C. Carr

This study was designed to determine the effectiveness of teaching techniques (lecture, videotape, and simulation) in presenting a unit on Intercultural Communication in the basic speech course. The relationship between teaching techniques and attitude toward worldmindedness, cognitive learning in the two areas of value orientation and nonverbal intercultural communication and behavioral change was examined. A pretest-posttest control group design was used to measure attitudinal change toward worldmindedness, and a posttest-only control group design was employed to measure behavioral change and cognitive learning.

Three teaching methods were employed: (1) Lecture, in which a 50-minute slide/lecture on the intercultural communication areas of value orientation and nonverbal communication was presented to the students, (2) Videotape, in which a 50-minute videotape covering the same content was shown; and (3) Simulation, in which a simulation exercise was utilized to teach the subject matter. The control group received no intercultural communication instruction.

Attitudinal change was measured by the mean change score on the Worldmindedness Scale (Sampson and Smith, 1957) administered before and after the treatment. Behavioral measurement consisted of an experimenter-designed questionnaire administered after the treatment. Cognitive measurement was included in an upgraded section of the Speech 100 final examination.

The subjects in this investigation were 144 students enrolled in a lecture section of Speech 100 (Basic Principles of Speech Communication) at the University of Maryland, College Park. The students were randomly assigned to three treatment groups and a control group. Each teaching technique (lecture, videotape, and simulation) was employed in presenting a unit on Intercultural Communication during the scheduled class time.

Data from the measurements were analyzed using the univariate analysis of variance. When a significant F resulted, the Scheffé test was used for post-hoc analysis.

The results of this investigation revealed no significant differences in student attitudes toward worldmindedness or behavior among groups of students taught by lecture, simulation, videotape, and a control group. The data does show that the three teaching techniques are superior to a control group in the area of cognitive learning. In addition, within the limits of this study, the lecture and videotape technique were superior in the cognitive area to the simulation method. The videotape technique, however, was found to be significantly less enjoyable than the lecture and simulation methods.

The results suggested several implications for teaching. These include combining videotape with another teaching technique such as discussion or a simulation exercise; increasing the amount of time used for teaching a unit on Intercultural Communication: employing interaction between white U.S. students and those from another cultural background in dyadic communication and group discussion; and presenting theoretical material concerning intercultural communication before the simulation exercise.

Concerning future research, the use of a semantic differential and videotaped interactions as measurement instruments is recommended. Order No. 77-9506, 133 pages.

ADULT SPEECH COMMUNICATION EDUCATION: ANALYSIS OF LEARNING STRATEGIES IN TOASTMASTERS INTERNATIONAL

FRISCHKNECHT, Jacqueline Buck, Ph.D.
University of Denver, 1977

The purpose of this study was to develop, through an examination, description, and evaluation of the Toastmasters International (T.I.) program, a better understanding of how participation in T.I. improves the speech communication competency and performance of its members. Specifically, the educational methodology of T.I. was evaluated in terms of criteria appropriate to adult speech communication education; the history, growth, and contemporary organizational structure of T.I. was described; Toastmasters in the conterminous states were surveyed to determine their perceptions of self-improvement and satisfaction.

Four methods of data collection were used in this descriptive study: documentary research, a membership questionnaire survey, interviews, and participant observation. From documentary research in four areas, (liberal adult education, liberal adult speech communication education, the Dance-Larson theory of speech communication, and the state philosophy and goals of T.I.) 50 criterional questions were developed. These were synthesized into 18 basic criteria against which the T.I. educational program was evaluated. In additional documentary research, an extensive examination of both published and unpublished T.I. materials was conducted. A membership questionnaire was developed; validation and reliability testing of the questionnaire was completed, and a revised questionnaire was mailed to 1,596 Toastmasters in the conterminous states. Two interview schedules were developed. Formal interviewr (19) were conducted with T.I. volunteer and World Headquarters staff; approximately 200 informal interviews were conducted with individual Toastmasters. A participant observation check list was developed and participant observations were made as a member of Mile Hi Club 741 and in visits to 19 other Toastmasters clubs in California and Colorado.

Factual information from 519 returned questionnaires was quantified, key punched, and processed through the University of Denver computer utilizing the "Statistical Package for the Social Sciences" (SPSS 6) program. One-way frequency distributions for each variable were obtained. Tables showing frequency of response, relative percentages, adjusted cumulative percentages, means, and standard deviations were prepared for all variables. Additional tables showing the same information were prepared for certain combinations of variables. Open-ended questions and additional comments were coded and sorted into categories. Interview tapes were analyzed and the responses were sorted into 29 categories. Similarily, the participant observation check lists were analyzed and sorted into eight categories.

All data was analyzed in terms of the 18 basic criteria, as well as in terms of questions pertaining to specific educational methodology, the attrition rate, major weaknesses in the program, and the success of the program.

It was found that the success of the program is due to two primary factors: the learning by doing method and the peer evaluation process. Also of major importance to the success of the program are respect for the autonomous nature of adults, relevance of the program, the learning climate of the clubs, and the opportunities for individual involvement in club activities.

Measured against their stated objectives the T.I. program can be considered superior in eight areas, adequate in six areas, and inadequate in four areas. The most serious failing of the program is the lack of a leadership training program per se. Participants in the study perceived a need for revision or rewriting of the basic educational manuals. They also perceived a need for more club officer training, more training and practice in parliamentary procedures, leadership training, and a program for advanced Toastmasters.

Three major conclusions were drawn: 1) The T.I. program is successful. 2) The important factors in T.I. methodology could be incorporated into curriculums at all academic levels, particularly the learning by doing--"lab approach"--factor. 3) Fifteen of the 18 criteria developed for the evaluation of T.I. could be adapted or modified for evaluating other speech communication programs. Order No. 77-22,772, 520 pages.

THE EFFECTS OF AN INTERCULTURAL COMMUNICATION WORKSHOP ON CROSS-CULTURAL ATTITUDES AND INTERACTION

GUDYKUNST, William B., Ph.D.
University of Minnesota, 1977

The Problem

The major purpose of this study was to identify and measure some attitude and behavioral changes that take place following an Intercultural Communication Workshop (ICW) at the University of Minnesota. The study was undertaken to examine the interrelationships among five variables: participation in an ICW; cross-cultural attitudes; the number of cross-cultural friendships formed; the potential for cross-cultural interaction; and cross-cultural interaction.

Hypotheses

1. Participation in an ICW will have a positive impact on a person's cross-cultural attitude. 2. The number of cross-cultural friendships formed will be affected by the cross-cultural attitude and participation in an ICW. 3. The potential for cross-cultural interaction will be affected by the number of cross-cultural friendships and the cross-cultural attitude. 4. The amount and type of cross-cultural interaction will be affected by the potential for cross-cultural interaction and the number of cross-cultural friends.

Procedures

The research was completed using a Nonequivalent Control Group Design. The experimental group for the study consisted of 91 students who participated in the ICW during fall, winter and spring quarters, 1975–76. The nonequivalent control group was a traditional course in intercultural communication fall quarter, 1975. The measure of cross-cultural attitudes utilized was the "Attitude Toward a Defined Group Scale" developed by Grice. This instrument was designed using a Thurstone scaling technique and it examines the "cognitive" component of an attitude. The participants cross-cultural interaction potential was measured by summing their responses to four questions. The number of cross-cultural friends was based on two self-report items on the questionnaire. The "Social Relations Index" developed by Selltiz, Christ, Havel and Cook was used to measure the amount and type of cross-cultural interaction. The four hypothesized interrelationships were tested utilizing multiple regression and path analysis. In addition, a tentative time trend analysis of the four dependent variables at three points in time was completed.

Findings

The data supported three of the four hypothesized relationships and failed to support the fourth. First, the results indicate that participation in an ICW in conjunction with the cross-cultural attitude significantly affects the number of cross-cultural friendships formed. Second, the number of cross-cultural friends and the cross-cultural attitude significantly affect the potential for cross-cultural interaction. Third, the cross-cultural interaction potential and the number of cross-cultural friends significantly affect the nature and type of cross-cultural interaction. Finally, the results of this study failed to support the hypothesized relationship between participation in an ICW and changes in cross-cultural attitudes.

From the results of this study, the researcher concludes that the ICW at the University of Minnesota appears to be successful in meeting many of its goals and objectives that it has been assumed to be meeting. However, the influence of the ICW on cross-cultural interaction is not a direct influence as has been previously assumed, but is rather an indirect influence mediated through other variables.

Order No. 77-26,100, 134 pages.

A SURVEY OF THE STATUS OF SPEECH INSTRUCTION IN THE PUBLIC HIGH SCHOOLS IN THE STATE OF IOWA

HINRICHS, Anne Lancaster, Ph.D.
Saint Louis University, 1976

The problem addressed in this study was the status of speech education in the public high schools in the State of Iowa. The general problem concerns (1) What percentage of schools require of each student participation in a formal speech course? (2) What opportunities for speech instruction are available beyond the basic speech course? (3) What percentage of students are enrolled in speech courses? (4) What co-curricular activities are available to students? (5) What are the observable differences in the patterns of speech education among schools of various sizes? (6) In Iowa high schools which do not offer a formal speech course, what percentage of the English curriculum is devoted to speech instruction? (7) What is the background of preparation of speech teachers in the State of Iowa? (8) What are the characteristics of elective speech programs in Iowa which elicit a high percentage of student participation?

The data were gathered from the returns of a questionnaire, which was mailed to all 466 public high schools in the state and was returned by 408 schools, or 87.56 per cent. Data were obtained for phase two of this study from each of the selected schools by means of an interview with an administrator or a teacher. The data were tabulated for each of five enrollment classifications, very small, small, medium, large, and very large.

From the information which was received from nearly 88 per cent of the public high schools in the State of Iowa, the following conclusions are drawn: (1) Slightly more than 90 per cent of all schools reported offering a basic speech course, and 9 per cent of the students were enrolled for one semester at the time of the survey. (2) Of those schools offering a basic speech course, only about one-third require it to be taken for graduation. (3) Those schools requiring speech are most likely to require it at the sophomore level or junior level. (4) Among the smaller schools which indicated that they do not offer a basic speech course, more than half indicated formal speech units to be an integral part of the English curriculum. (5) Nearly all schools surveyed offer some type of co-curricular speech activity, with individual events being the most popular and three-act plays the second most popular. (6) A large number of schools reported neither a speech major or a speech minor on their faculties.

In phase two of this study the researcher asked ten selected schools what made their speech programs superior in terms of student acceptance or student participation in speech courses and activities. As in most educational studies which have been conducted asking what makes the critical difference, the overwhelming response to this inquiry was "the teacher." The conclusion drawn by this researcher is that the primary factor which makes a speech program outstanding is the personality, skill, and knowledge of the teacher. This points up the need for well-trained, enthusiastic, and dedicated speech teachers in every high school. Order No. 77-12,105, 120 pages.

THE EFFECTS OF INSTRUCTION UPON CHILDREN'S ATTITUDES TOWARD REGIONAL DIALECTS

KEIPE, Ashtoreth Marcia, Ph.D.
The University of Wisconsin–Madison, 1976

Supervisor: Associate Professor Kenneth L. Dulin

The problem of negative attitudes toward different dialects in English is essentially one that encompasses the whole population of America. It is a particular problem for nonstandard dialect-speaking children in the elementary grades who must experience the negative attitudes of their teachers and of their peers. It has been suggested that the elementary schools work to eradicate language prejudice that has developed among people.

The object of this study was to determine if these attitudes toward various regional dialects could be changed positively by teaching about the range of American English through the presentation of different dialects in stories and on tapes.

It was hypothesized (1) that at the sixth grade level there would be no significant difference in attitude between students who have been taught about regional differences in dialect and those who have not been taught about regional differences in dialect, and (2) that there would be no significant difference between the attitudes of the experimental group after instruction when listening to speakers of their own dialect and when listening to speakers of other dialects.

The subjects used in the study were 47 sixth grade students. The experimental group consisted of 21 subjects, and the control group consisted of 26 subjects.

The dependent variable under consideration was the response of subjects to the speakers of five differing dialects. Experimental subjects studied lessons on regional dialects of American English for 55 minutes each day, and control subjects studied a unit on literature, lessons on morphology, and units on spelling for 55 minutes each day. Data were collected before and after the treatment period. The subjects listened on tape to five speakers with different regional dialects. Reactions to the speakers were marked on a seven-step semantic differential scale with bipolar adjectives. Two stimulus questions were selected to measure the subjects' attitudes towards (a) the way the speaker talked, and (b) the kind of person the speaker would be. They were as follows: "Which best describes the way the speaker talks?," and "Which best describes the kind of a person the speaker would be?"

An analysis of variance was performed on the experimental and control groups' responses to the five dialects. A t-test was performed on both the pretest and posttest responses of the experimental group, comparing the experimental subjects' responses to their own dialect with their responses to each of the other dialects.

The essential findings of the study were (1) that there were significant differences between the experimental-group subject's and the control-group subject's responses in terms of Speaker's Voice factor (first question in the test) and in terms of Total Characteristics of the dialect speakers, (2) that there was no significant difference between the experimental-group subject's and the control-group subject's responses in terms of Kind of Person factor (second question in the test), and (3) that there were significant differences between the experimental subjects' responses to their own dialect and their responses to one of the other dialects (a) in terms of Kind of Person factor and (b) in terms of Total Characteristics of the dialect speaker.

The following conclusions are made from the results of the study: 1) that this treatment, learning about the range of American English dialect, appears to be a method of language study that can help reduce language prejudice; and 2) that learning about regional differences in American English apparently caused the experimental subjects to become more accepting of dialects other than their own, even to the point of considering another dialect more positively than their own.

Order No. 77-8794, 144 pages.

THE IMPACT OF SPEECH TRAINING ON ORAL COMMUNICATION PERFORMANCE IN INDUSTRY AS PERCEIVED BY LOUISIANA STATE UNIVERSITY GRADUATES, 1950-1967

LEMOINE, Laura Fletcher, Ph.D.
The Louisiana State University and
Agricultural and Mechanical College, 1976

Supervisor: Professor Clinton W. Bradford

Since businessmen testified in trade journals that oral communication played a major role in the industrial setting, a methodology was devised to compare a speech preparation with perception of on-the-job oral communication performance of 176 Louisiana State University graduates employed in industry in the Baton Rouge area. Research was designed to gain insight into the effectiveness of speech preparation from the viewpoint of the graduate in industry. The 250 graduates studied received a B.A. or B.S. degree from Louisiana State University during the period 1950–1967, and comprised three groups divided on the basis of advanced, basic, or no speech training. Responses from 70.4% of the sample provided the necessary data through a combination of interviewing and a detailed questionnaire.

The researcher compared the perceptions of the three speech training groups, management level, level of speech training, age, and company size. A second design compared the data obtained by the questionnaire on speaking performance to the level of speech training. The third and final design compared speech course grades and number of courses completed to speaking performance. Using the Statistical Analysis System, a computer synthesized, correlated, and placed variables in the necessary arrays.

Most of the university graduates were 30–49 years of age and completed college courses in speech. They represented all management levels and over 45% worked in companies with 500 or more employees. The data elicited from them indicated that speech training did affect the Louisiana State University graduate's perception of his speaking ability on-the-job. The null hypothesis, that there is no relationship between speech training and the Louisiana State University graduate's perception of his oral communication performance in industry has to be rejected and the following conclusions deduced: 1. Both speech training groups perceived themselves as better communicators than the graduates without speech training in 90% of the responses. 2. Perception of speaking performance improved with advanced speech training. 3. All three speech training groups ranked their perception of the order of occurrence of the five speech activities as (1) meetings; (2) conversation; (3) listening; (4) and (5) group discussion and conferences; and (6) formal talks. 4. As speech training increased, the number of respondents listing formal talks as one of the three most frequently experienced activities also increased. 5. The chances of being in the upper management levels increased markedly for graduates with advanced speech training. 6. A marked increase in grade average occurred for graduates with advanced speech training in top management positions. 7. A positive correlation existed between perception of speaking performance and instructor grade evaluation. 8. Finally, the graduate that had a better perception of his speaking performance also assigned more value to his speech training.

Order No. 77-10,381, 141 pages.

THE RELATIVE EFFICACY OF BIBLIOTHERAPY AND ASSERTION TRAINING ON ASSERTIVENESS LEVELS OF A GENERAL POPULATION AND A LIBRARY PERSONNEL POPULATION

MCGOVERN, Cassandra Jane, Ph.D.
Northwestern University, 1976

Chairperson: Dr. Robert Menges

Purpose: The major purpose of this study was to determine the relative efficacy of bibliotherapy and assertion training in learning assertive attitudes and behaviors. A related purpose was to compare the treatments within a general population and a library personnel population as well as compare treatments between the two populations.

Hypotheses: It was hypothesized that bibliotherapy would produce greater changes on attitude than on behavior measures, that assertion training would produce greater changes on behavior than on attitude measures, that bibliotherapy prior to assertion training would produce greater change than assertion training prior to bibliotherapy, that library personnel would show greater attitude change regardless of treatment and that the general population would show greater behavioral change regardless of treatment.

Sample: The subjects included thirty-seven enrollees in a community college population and twenty-four enrollees in a library personnel population (professional and nonprofessional).

Procedures: Within each population, subjects were randomly assigned to a bibliotherapy group or to group assertion training. There was no control group. Bibliotherapy consisted of reading and discussing a popular self-help book on assertion, Stand Up, Speak Out, Talk Back! Assertion training consisted of lectures on rights, types of assertive responses, rational thinking, and role playing specific situations. Paper and pencil measures were used to determine self-actualization level (Personal Orientation Inventory), self-esteem (Tennessee Self Concept Scale), and assertiveness (Adult Self Expression Scale). These measures were administered pre and post. A simulation experience (The Nassau Game) was administered as a post-test only. The first post-tests were given midway through the five 2½ hour sessions so that participants could reverse groups and experience a full treatment. The assertiveness scale was administered during the last session for a second post-test. T-tests were applied to pre and post data to determine significant changes within treatments. Analysis of variance was used for between treatment and between population comparisons. The significance level for accepting the five hypotheses was fixed at the five percent (.05) level of confidence.

Major Findings: (1) The hypotheses were not supported possibly due to various threats to the validity of the research design. (2) Within group treatments demonstrated significant changes pre to post for self-actualization and assertiveness; only the general population bibliotherapy treatment had significant changes on self esteem. (3) Attrition was higher for bibliotherapy treatments for both populations, indicating a preferred mode of social interaction in assertion training. (4) Those who experienced bibliotherapy prior to assertion training demonstrated greater gains, pre to post, within treatments. (5) Library personnel, although associated with reading, liked bibliotherapy less than did the general population.

Conclusions: From the issues addressed in The Review of the Literature, it was found that: (1) Treatments, pre to post, do modify attitudes, with more changes apparent in bibliotherapy. Treatments did not modify behavior, although in the general population, there was a nonsignificant trend for assertion training to be more effective. (2) Within the constraints of this study, bibliotherapy and assertion training were found to be equally effective. (3) The library population liked bibliotherapy less than did the general population. Bibliotherapy methods and materials were not assessed in this study. (4) The bibliotherapy (insight) treatment, pre to post, produced changes in self evaluation but not in behavior. (5) Bibliotherapy changed self report attitude measures of assertiveness and self-actualization, and minimally on self concept measures.

Recommendations: For research, recommendations include (a) studying various philosophies of assertion trainers' treatments, (b) studying a philosophy of assertion training by comparing multi-components, (c) determining whether specific populations are necessary for significantly better learning or because they are more attractive to participants, and (d) assessing individual as well as group improvement within a treatment.

For practice, recommendations include (a) for the librarian population, concentrating on social skill acquisition rather than on personal needs and rights, and (b) for the general population, concentrating on a personal belief system and self regard rather than on social interaction. An individualized instruction approach is suggested in order to address each participant's performance objectives.

Order No. 77-10,064, 318 pages.

THE DESIGN AND TESTING OF AN INFORMATION RETRIEVAL SYSTEM FOR STUDENT-CENTERED ACTIVITIES IN THE SPEECH COMMUNICATION CURRICULUM

MALANDRO, Loretta Ann, Ph.D.
The Florida State University, 1976

Major Professor: Larry L. Barker

The present study was based on the premises that experiential learning (i.e., games, exercises, and simulations) when used effectively, can serve as a valuable supplement to other teaching methods. A review of the available literature on the use of experiential learning indicated that games serve a highly motivating function for the learner.

Two major problems were identified with the current use of experiential learning: the absence of an efficient system for the selection of commercially nonpackaged games and exercises, and the lack of time, judgement, and skill on the part of the instructor to select the appropriate activity. Therefore, this study investigated the possibility of designing and testing a computerized information retrieval system for student-centered activities in the speech communication curriculum. The area of nonverbal communication was designated as the target population for testing this system.

Two systems were designed, tested, and interfaced: 1) a classification system for coding selected activities, and 2) a computerized information retrieval system for the selection of activities. Four investigatory questions were examined in this study: 1. Can a classification system with sufficient validity and reliability be devised to code games and exercises? 2. Can the classification system be interfaced efficiently and effectively with an information retrieval system? 3. Can an information retrieval system be developed for actual use within a cost-effectiveness consideration? 4. Can the information retrieval system reduce the time element involved for the instructor in collecting and selecting the appropriate activity?

Two hundred nonpackaged activities in the area of nonverbal communication were selected on the basis of carefully defined criteria, for use in the development of the classification and retrieval systems.

A classification system was developed systematically. The system was evaluated in an attempt to assess reliability in terms of consistency and stability, validity in terms of precision and representativeness, and generalizability in terms of the applicability of the classification system to other content areas in speech communication. Expert judges were trained in the use of the system and were asked to code ten activities. Percentages of agreement by judges with author were calculated across exercises and categories; (80% agreement was established as the minimal acceptable level for the adoption of the classification system). Two reliability checks were conducted and test-retest comparisons were calculated.

A post-rating session following each reliability check provided information regarding the precision of agreement (i.e., the selection of a classification code based on the given criteria).

The second part of this study involved the development of a computerized information retrieval system based on the following stages: technical computer requirements (i.e., storage, access, and cost), the design of a main computer program and subroutines, organization and coding of the selected activities, interfacing of the classification system, and the assessment of the validity of the retrieval system.

Three expert judges participated in a simulated use of the retrieval program in an attempt to assess the validity. In addition, one hundred retrievals were processed. No problems were identified with the activities retrieved.

Results from both the evaluation of the classification system and the retrieval system provide positive support for each of the investigatory questions. The completed system provides an effective and efficient method for the selection of activities in the area of nonverbal communication. In addition, the design for the development and testing of the classification and retrieval system may be used for the development of a comparable system for other areas in speech communication.

Order No. 77-8604, 355 pages.

A COMPARISON OF THE EFFECT OF TWO STRATEGIES ON THE LEARNING OF STANDARD LANGUAGE BY ELEMENTARY STUDENTS

PARKS, Lillian Hornetta, Ph.D.
Saint Louis University, 1976

This investigation was undertaken to determine which of two teaching strategies, discrimination usage (DU) or usage discrimination (UD), would be more effective at grades two and six in teaching standard language to speakers of nonstandard language. The focus was on age appropriateness of strategies. Three research hypotheses were tested: (1) second grade students instructed by the UD method would produce higher score gains on selected instruments than comparable second graders using the DU strategy; (2) sixth grade students instructed by the DU method would produce higher score gains on selected instruments than comparable sixth graders using UD strategy; and (3) students in the second and sixth grade experimental groups would produce higher score gains on selected instruments than comparable second and sixth grade students involved in the regular curriculum.

The location of the study was East St. Louis, Illinois during the 1975-1976 school year. The subjects consisted of sixty second grade students in two intact classrooms with one classroom being assigned to Treatment I (UD) and the other classroom assigned to Treatment II (DU). Sixty sixth grade students from two intact groups were also part of the experimental group with thirty assigned to Treatment I (UD) and thirty to Treatment II (DU). Thirty second grade students and thirty sixth grade students, who were part of two intact groups in the same school as the experimental subjects, represented a group which received only "regular" language instruction.

Students in the experimental and regular groups were pretested in September, 1975 on the Templin-Darley, Johnson Test and Project Speak Test and were post-tested on these same instruments in February, 1976.

The pre-post mean gains made by the six groups on the instruments were analyzed according to grade level. Analysis of Variance was applied to the mean gains to determine if they were statistically significantly different. The data were further analyzed by student's t for independent samples to determine which mean gains were significantly different among the three groups for each grade level. To eliminate any bias which could be attributed to the teachers rather than the teaching strategy utilized, the teachers exchanged teaching strategies and lesson plans after three months.

Analysis of the mean score gains made by the three groups of second grade students revealed that on one instrument, the Templin-Darley, there was statistical difference between Group I (UD) and Group II (DU). The DU group produced higher mean score gains on the Johnson Test. Both strategies produced larger gains on all instruments than did those used with students in the regular classroom.

Analysis of data for the three groups of sixth grade students indicated statistical significance between the two experimental groups on all the instruments except the PST. The highest difference occurred with students using the UD strategy. Both experimental groups mean score gains were higher on all instruments than Group III (Regular).

Based upon the score gains reported, it would appear that usage-discrimination at the sixth grade level was the more effective strategy. At the second grade level, the scores indicate that the discrimination-usage strategy was more effective.

The results offer evidence that if students are to improve in language, special teaching may be necessary and that additional gains may be affected by use of strategies which are age-appropriate. Order No. 77-12,121, 129 pages.

A COMPARATIVE STUDY OF TWO MODELS OF COMMUNICATION SKILLS TRAINING

ROACH, William Lester, Jr., Ph.D.
The University of Mississippi, 1976

Director: Professor Grady E. Harlan

The purpose of this study was to compare the relative effectiveness of two communication skills training models on the gross level of communication. The training programs were identified as Ivey's Microcounseling Paradigm and Carkhuff's Systematic Human Relations Training Model.

The sample consisted of one hundred seven (N = 107) students who were enrolled in Educational Psychology courses during the spring semester of 1974. These students volunteered to participate in the group whose schedule best fit their class schedule. The researcher randomly assigned the treatments to the groups. Group I (N = 15) and Group II (N = 14) were trained using Ivey's Microcounseling Paradigm Group III (N = 22), Group IVa (N = 20), and Group IVb (N = 17) were trained using Carkhuff's Systematic Human Relations Training Model. Group V (N = 19) was the control group and received no training.

All training lasted for ten hours in five sessions. All subjects were given a pre-test and a post-test which consisted of the Index of Communication. These responses were scored by qualified raters using the scale for Gross Ratings of Facilitative Interpersonal Functioning. These ratings yielded a level of functioning for each subject before and after training.

An analysis of covariance was computed to evaluate the difference between groups on the level of functioning. Significant ($p < .05$) of this dimension was found when comparing the experimental groups with the control. Significance ($p < .05$) was also found between the two training models.

Order No. 77-1431, 145 pages.

THE EFFECTS OF COMMUNICATION SKILL TRAINING ON LOW SOCIO-ECONOMIC LEVEL UNDERACHIEVING SECONDARY STUDENTS' FACILITATIVE COMMUNICATION AND SELF CONCEPT LEVELS

ROWZEE, Jerry Mack, Ph.D.
The University of Mississippi, 1976

Director: Associate Professor Dudley E. Sykes

The purpose of this study was to determine the efficacy of training Upward Bound students in interpersonal communication skills and the effect of such training on the self concept levels of the students. Upward Bound is a compensatory program designed to aid low socio-economic level secondary underachievers succeed in education beyond high school.

The first hypothesis stated that Upward Bound students trained in communication skills could, after training, function at significantly higher levels in facilitative communication than untrained students. The second hypothesis stated that Upward Bound students trained in communication skills and functioning at significantly higher levels than untrained students would show significant self concept improvement as a result of improved communication skills.

The 47 students involved in this study, both black and white and male and female, were randomly divided into four groups. Group E1 was made up of eight students who received ten hours of communication skills training over a three week period from a doctoral student proficient in communication skills training methodology. Group E2 also consisted of eight students and was similarly trained in communication skills by a second doctoral student skilled in communication skills training methodology. Group C1 included fifteen students who were involved in a general problem solving group for ten hours over a three week period which did not include communications training and was led by a third doctoral student. The C2 group was a non-meeting control group which met for pretest and posttest purposes only.

All subjects were pretested and posttested using the Communication Index and the Tennessee Self Concept Scale. The Communication Index was used as a measure of facilitative communication while the Tennessee Self Concept Scale was employed to measure self concept. Each student's Communication Index (CI) was rated independently by experienced and reliable raters while self concept results were machine scored by the test publisher.

The study focused on the ability of the students trained in Carkhuff's (1969) Systematic Human Relations Training Model for Lay Helpers to learn communication skills at a significantly higher and minimally facilitative level than did the subjects in the problem solving group and the non-meeting control group. The study further attempted to measure the effect that such training had on the self concept levels of the subjects.

Statistical analyses of pretest results using an analysis of variance on each of the three variables found the four groups to be equivalent at pretest. An analysis of variance of posttest CI results indicated a significant difference between the groups. Further analysis using the Scheffé method of multiple comparisons found the difference to be between the two experimental groups (E1 and E2) and the two control groups (C1 and C2) with the experimental groups scoring significantly higher on the CI variable. The experimental groups' posttest CI scores were within the minimally facilitative range of interpersonal functioning. These results indicated that students identified as low-socio-economic level underachievers are able to learn interpersonal communication skills at a minimally facilitative level.

An analysis of variance of the four groups' Total P posttest scores found no significant differences between the groups on this variable. An analysis of variance of the four groups' posttest SC scores also indicated no significant differences between the groups. The acquisition of facilitative communication skills thus did not result in self concept changes at significant levels.

The following conclusions were reached based on the results of this study: 1. Short term facilitative communications training is effective in significantly improving the communication skills level of Upward Bound students. The fact that the subjects were of high school age and classified as underachievers did not preclude their learning the skills. 2. The ability to utilize facilitative communications skills does not appear to affect the self concept level of Upward Bound students. 3. The identification of a group as low socio-economic level or as underachieving does not, in itself, indicate the group to be low in self concept. Order No. 77-11,192, 132 pages.

THE PRESENTATION OF A DESIGN METHOD FOR EDUCATION: SYNTAX, AN INTERACTIVE LEARNING MEDIUM FOR VOCABULARY AND SYNTACTIC PATTERNING ACQUISITION

TUDOR, Michael John, Ed.D.
Columbia University Teachers College, 1974

Sponsor: Professor Peter Rosenbaum

This study presents a design method for the creation of instructional materials and/or learning environments. It also describes the application of the method to the design of SYNTAX, an interactive gaming device for the acquisition of syntactic patterning skill and vocabulary development.

On the assumption that the design method of technical design engineering can be applied to developing an approach to educational design, the writer adapted the design method of McCrory for use in the field of education. This modification established three checkpoints: Phase I--Arriving at a Design Concept; Phase II--Arriving at Feasibility; and Phase III--Arriving at the Optimum Production Potential. Phase I involved the designer in developing the design concept in the face of existing constraints and resources. Phase II processes included seven steps in developing a prototype of the design concept and testing the prototype for feasibility. Phase III included those steps which prepare the feasibility-tested prototype for production.

SYNTAX is a game in which two learners manipulate word titles in crossword puzzle fashion using whole words rather than individual letters. The players take turns creating sentences, one player's sentence perpendicular to the other's. The two components of the game are a function board with thirty-one function words and vocabulary word titles.

The game was tried out in schools. Logs were kept of daily activities. Teachers and paraprofessionals evaluated and contributed to the design of SYNTAX.

The study has special implications for incorporating the techniques of technical design engineering into the field of education, and for improving the instructional materials used day in and day out in the classroom. A strong recommendation for the use of structured play--game in instructional material designs for younger learners is made since the writer hypothesizes that play is the natural mode for youngsters to learn, especially a content area such as grammar.

Order No. 77-13,028, 115 pages.

AN EXPERIMENTAL STUDY OF CONDITIONS WHICH AFFECT LEARNING FROM SIMULATION GAMES IN SPEECH COMMUNICATION INSTRUCTION

WALLING, James Irvin, Ph.D.
University of Illinois at Urbana-Champaign, 1976

The major problem addressed in this study was, "What conditions maximize learning when simulation games are utilized as an instructional strategy in communication classrooms?" The primary hypothesis was that "Students who are taught by means of full processing of a simulation game will achieve significantly more learning at higher cognitive levels than students who are taught by lecture-discussion, lecture-game, lecture only, or game only methods." Full processing in this context was defined as an "ideal teaching model" of four sequential components: (1) a theoretically and factually based lecture followed by (2) a transition discussion period leading to participation in (3) a simulation game and ending with (4) a post-game discussion which integrated the experiential (simulation) component of the instructional method with the traditional, reception-oriented (lecture) methods. Additional hypotheses focused on comparisons of various partial combinations of the four components of the full processing model at the lower and higher levels of the cognitive learning domain and at one level of affective learning.

Students participating in this study were 180 freshmen enrolled in ten sections of a basic speech course at the University of Illinois. An additional class served as a control group for the study. The content of the teaching unit utilized for this research was group roles in small group discussion. Each of the ten experimental classes was assigned to one of five treatment conditions: full processing, lecture-discussion, lecture-game, lecture only, or game only. The researcher constructed two related, but autonomous classroom lectures with accompanying discussions and simulation activity. Each class was taught with both of these lectures and/or appropriate accompanying components according to their respective treatment condition. The researcher instructed all classes.

Following the instructional portion of the study, students were given an examination over the content of the teaching units. The tests were scored using Bloom's taxonomy of educational objectives for the cognitive and affective domain as a guide. Treatment group means at each level of the cognitive domain, at the combined three lower and three higher levels of the cognitive domain, for the total cognitive domain, and for the "valuing" level of the affective domain were compared using a one-way analysis of variance. A post hoc analysis for each F-ratio was performed using the Scheffé formula for unequal cell size.

While extensive precautions were taken to reduce confounding variables, including such things as independent observers to verify consistency across classes, an extensive pilot study to rehearse the lectures, close consultation with experts in speech education, independent examination graders, and so forth, the major limitation of this study remains the constraints often found in naturalistic research with constituted classes.

The primary hypothesis of this study was supported. When compared with the four partial treatment conditions, students taught by the full processing of a simulation game teaching method achieved greater learning, as evidenced by their examination scores, at every level of the cognitive domain, but particularly at the highest levels: analysis, synthesis, and evaluation. The researcher concluded that the full processing model, by integrating "discovery" and traditional "reception" teaching methods, enhances meaningful learning more effectively than other, partial teaching strategies. No conclusions could be drawn from the comparison of examination scores in the affective domain. On the basis of the major finding and other related findings, the author discusses the implications of this study for future research and for speech communication education. Order No. 77-9234, 142 pages.

THE EFFECTS OF TWO LANGUAGE TRAINING APPROACHES ON SYNTACTICAL SKILLS OF LANGUAGE DEVIANT CHILDREN

WELLER, Carol Holman, Ed.D.
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Chairman: William D. Wolking

The effects of the language training approach of Carl Bereiter and Siegfried Engelmann and the language training approach of Marion Blank were experimentally investigated with the parts of speech of description words and function words. Four children, ages 4 and 5, whose language was deficient in these parts of speech, received both training approaches in a multiple baseline design. Comparisons were drawn as to the effectiveness of these approaches in increasing the use of these two parts of speech in free speech situations.

Results of the comparison showed the Bereiter-Engelmann approach to be more effective than the Marion Blank approach in increasing the use of descriptor and functor words. Further, the Bereiter-Engelmann approach proved more efficient in use of teacher time spent to produce the behavioral changes in these two parts of speech. It also produced higher gains in the non-treated part of speech and showed less variability in the performance of the children.

Order No. 77-6913, 109 pages.